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17. ABSTRACT (MAX. 250 WORDS)

Programs for the lower primary group were in art, music and physical education. A preview of the content of each telecast was given with detailed information for follow-up activities. The structure of the art program included the fundamental principles applicable to such basic areas as line drawing, picture making, design and construction with the main objective of encouraging individual expression. Participation in art activities was to take place as soon as possible after viewing the telecasts. Lessons for this group included hand manipulations with mosaic, blot design, soap fluff, and spring fun. The musical program was designed to develop active listening rather than passive hearing by acquainting the pupils with the appearance and sound of instruments of the orchestra and band. Teachers were advised to become personally acquainted with the recordings to be presented before the telecast. They were to replay the selections for the pupils after the telecast to increase familiarity with the music as to mood, instrumentation, rhythm, melody and form. Physical education units included stunts and tumbling fun, balance beam safety, circus fun and outdoor games. Suggestions were given for correlating the circus unit with lessons in language arts, reading, numbers, social studies, science, art, and music.

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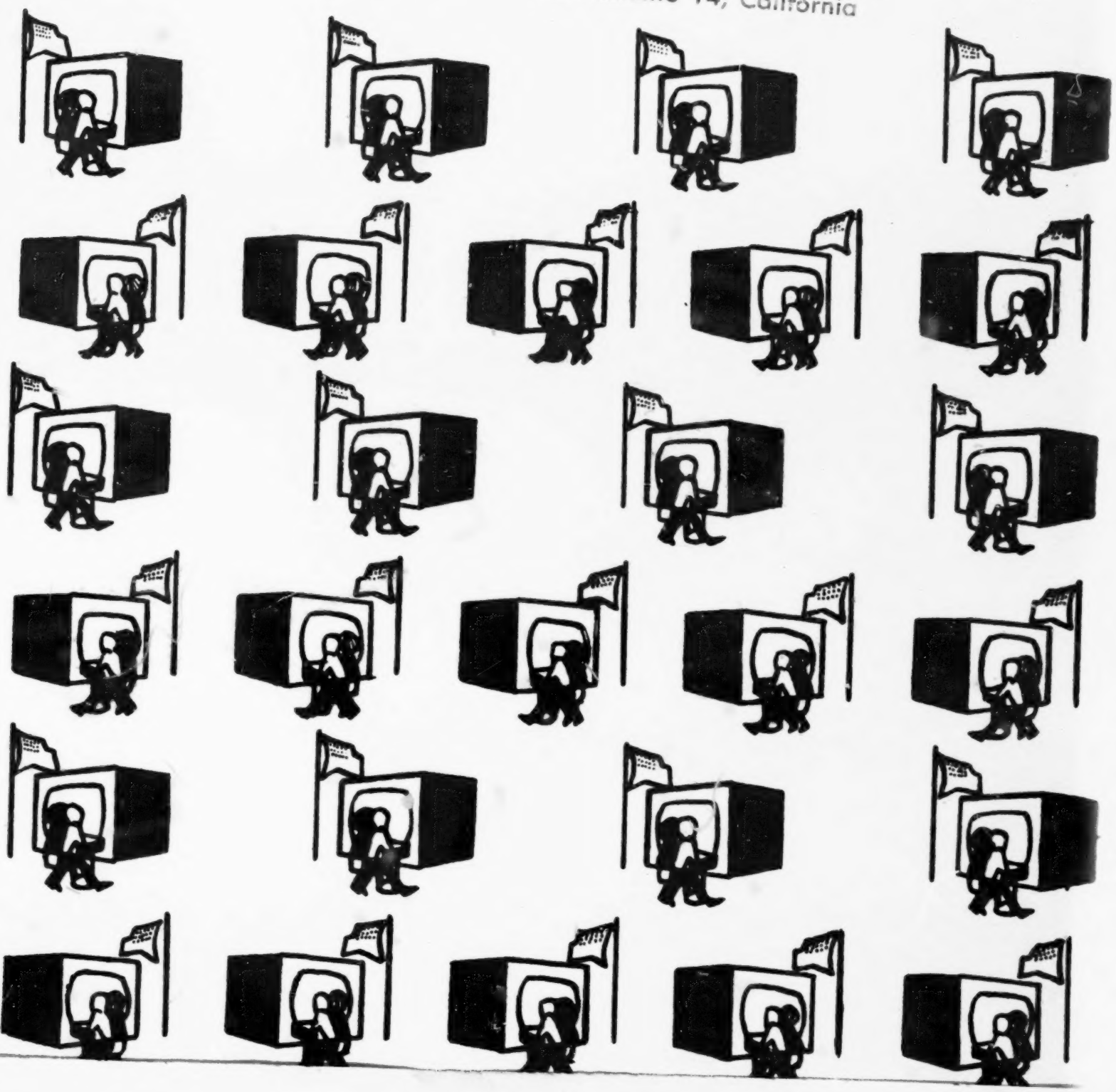
instructional television

SPRING 1962

LOWER PRIMARY

Return to
CURRICULUM LABORATORY
721 Capitol Avenue, Room 455
Sacramento 14, California



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INSTRUCTIONAL TELEVISION

FOR THE

LOWER PRIMARY

A TEACHER GUIDE

SEMESTER II

Prepared By

Art Department

Music Department

Physical Education Department

Department of Primary Curriculum and Instruction

Educational Television Department

Division of Curriculum and Instruction

Milwaukee Public Schools

1962

ACKNOWLEDGMENTS

Sincere appreciation is expressed to those teachers and members of the Superintendent's staff who have conscientiously prepared the materials in this guide. They are:

"ART FOR YOU"
The Art Department

Mr. Alfred Pelikan, Director
Mr. Gordon Borchardt, Supervisor

"MUSIC FOR YOU"
The Music Department

Dr. Joseph Skornicka, Director
Miss Roberta Best, Supervising Assistant
Mrs. Mildred Housfeld, Supervising Assistant

"PHYSICAL EDUCATION FOR YOU"
The Physical Education Department

Mr. George Wolf, Director
Mr. Robert McLaughlin, Supervising Assistant

Robert R. Suchy, Director, Educational Television Department

THE TELEVISION STATION

The instructional telecasts produced by the Milwaukee Public Schools are broadcast in cooperation with WMVS-TV transmitting on Channel 10. The station is owned and operated by the Milwaukee Vocational and Adult Schools, and provides broadcast services for a number of agencies throughout the greater Milwaukee area.

In addition to instructional telecasts at the elementary and secondary levels, the station broadcasts adult and college level telecourses. It is also active in broadcasting general educational programs to both children and adults in the Milwaukee community, some of which are produced for the National Educational Television Network.

Dr. Otto Schlaak, Station Manager

Dr. George A. Parkinson, Director

Milwaukee Vocational and Adult Schools

FOREWORD

The Primary school telecasts have been prepared as one of several instructional telecast series for use by elementary teachers in the Milwaukee Public Schools. These telecasts are intended to provide Milwaukee school children with a rich, well-developed resource for the classroom.

The telecasts are designed to relate to the on-going curriculum and their primary purposes are as follows:

1. To feature introductory motivations which will allow classes freedom of choice to interpret and develop activities in many different directions.

2. To encourage pupils to develop and improve processes of thinking and planning as they participate in classroom activities.

3. To provide pupils with rare and unusual experiences through the medium of television which would be difficult or impossible to do in the classroom.

It is hoped this guide and the resources of television will enable each classroom teacher to fulfill more completely his potentialities as a teacher.

Dwight Teel, Assistant Superintendent, Division of Curriculum and Instruction

Harold S. Vincent, Superintendent of Schools

TELECAST CALENDAR
FOR THE
LOWER PRIMARY SCHOOL

Date		Subject	Lesson	Page
February	12	Art	5	3
	19	Music	5	13
	26	Physical Education	5	21
March	12	Art	6	5
	19	Music	6	14
	26	Physical Education	6	25
April	2	Art	7	7
	9	Music	7	15
	30	Physical Education	7	29
May	7	Art	8	9
	14	Music	8	17
	21	Physical Education	8	32

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MUSIC	11
PHYSICAL EDUCATION	19

TELECAST SCHEDULE

WMVS-TV CHANNEL 10

Mondays - 11:30-11:45 A.M.

ART FOR YOU

TO THE TEACHER

In the primary school there is a 150-minute weekly time allotment for instruction in art. The time spent viewing the telecast should be considered a part of the allotted time for art instruction.

The primary purposes of the telecast series are stated with each specific lesson. There is a special purpose in the overall sequence of this series. The series' structure includes the fundamental principles applicable to such basic areas as line drawing, picture making, design and construction.

Emphasis upon art principles, however, should not interfere with the main objective: to motivate pupils so they will express themselves through the creation of individual and successful works.

The following recommendations are made for using the lessons in this guide:

Pupils should view, listen and then participate in the actual work as soon after the telecast as possible. It is highly essential to concentrate on the telecast itself, and in many cases it would be well to take notes on the sequence and processes.

Most of the other materials are available through the regular supplies or may be easily obtained from the home.

This manual should be consulted for necessary preparations. These may include reference study, observation, sketching on location, teacher-pupil planning, and the procurement and supply of materials and equipment.

Pupils within the class should be encouraged to do individually creative work.

The classroom teacher is an important, integral part of the telecast art lesson. The teacher is responsible for carrying the ideas presented to a tangible, successful conclusion.

Gordon Borchardt, Supervisor
Art Department

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FROM P.I CHILD'S
WORK AT THE
DOERFLER SCHOOL

LESSON 5

MYSELF IN MOSAIC

PURPOSES

To introduce an activity which provides the experience of hand manipulation. To combine an excellent single subject with a medium which prompts large work.

MEDIUM

Colored gummed tape mosaic

PREPARATION--SUBJECT MATERIAL

Self-portrait figures

MATERIALS

Gummed paper tape in the colors available; water pans; scissors; 18" x 24" manila; 18" x 24" newsprint or newspaper; one crayon.

PROPOSED SEQUENCE

Preparing a large crayon drawing of child's self-portrait on an 18" x 24" newsprint or newspaper.

Other figure subjects may be used such as father, mother, sister, brother, friend or characters from storyland or nursery rhymes.

Cutting out the drawn figure with a scissors. This will be used as a pattern.

Drawing around the cut-out as it lies on an 18" x 24" paper.

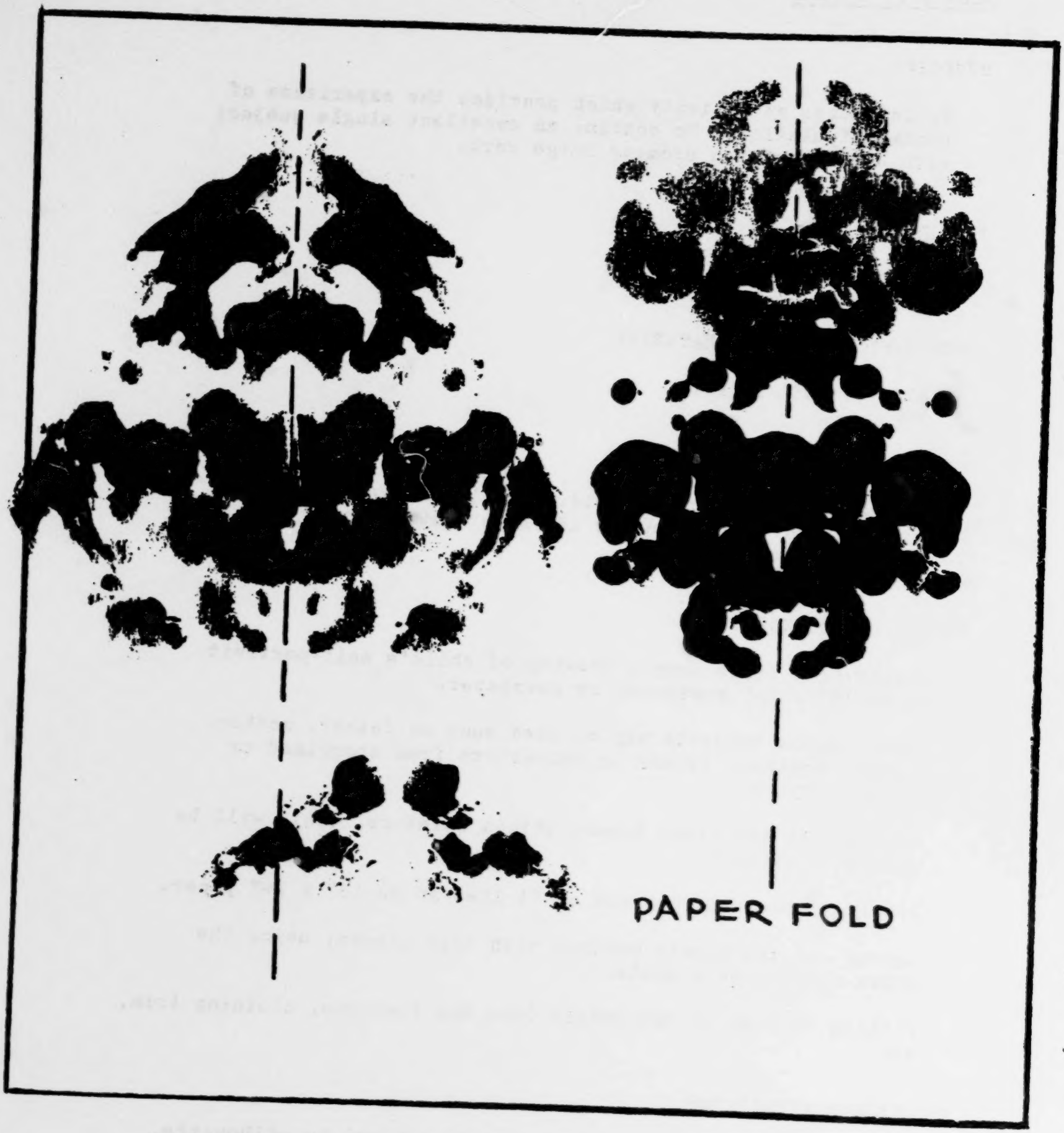
Laying out the mosaic outline with tape pieces, using the drawn outline as a guide.

Filling in some of the detail like the features, clothing trim, etc.

ADDITIONAL ACTIVITIES

A class mural. Mosaic figures may be cut out in silhouette, then pasted on a large piece of wrapping paper.

Inner sections of figures may be filled in with tape pieces.


PAPER FOLD

LESSON 6

BLOT DESIGNS

PURPOSES

To provide the opportunity to work in design, an area which is very satisfying to children of all levels. To explore the possibilities that lie within the discipline of the paper fold and transfer.

PROCESS

Paper fold with a paint glob transfer resulting in a bi-symmetric design

MATERIALS

12" x 18" paper: manila, black, or construction paper colors

Opaque paint: Mixed from the dry colors available, and in a variety of colors.

String, yarn, roving, etc. for designs in line. Short pieces approximately 10" long will do.

PROPOSED SEQUENCE

Preparing opaque paints in a variety of colors

Dropping several globs of color on the one side of the folded paper, with at least some of the paint near the fold. A second color may be added.

Folding the paper over and rubbing the outside surface.

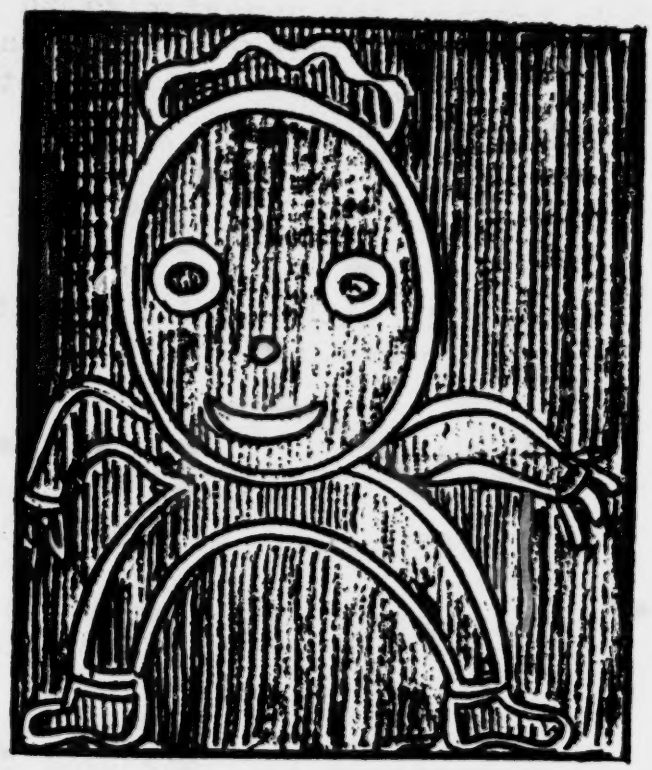
For string-type designs: Dipping the string into paint, then dropping it on the paper, touching the fold one or more times.

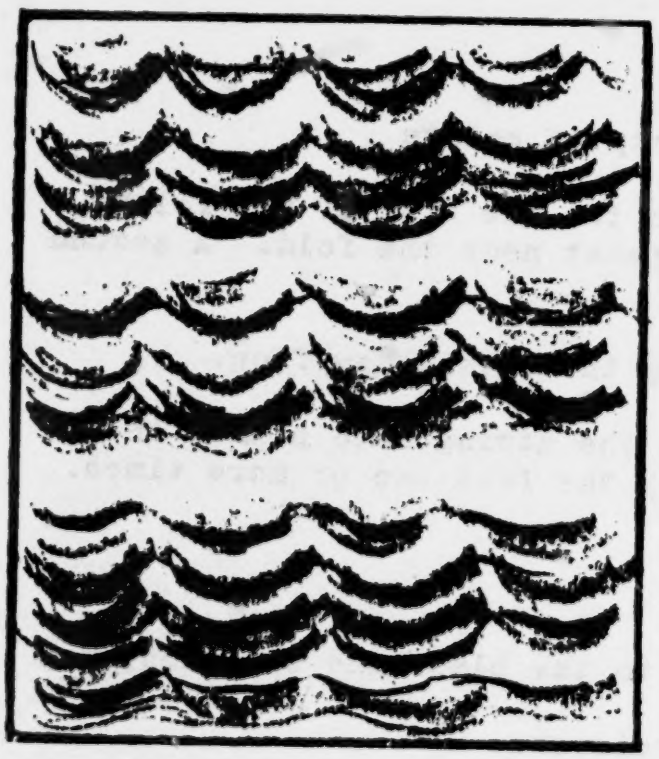
ADDITIONAL ACTIVITIES

A black crayon line may be added to the blurr and blot designs.

The designs may be cut out with scissors.

Color limitation and repetition will improve the design quality. Two or three colors are recommended. These may include one of the neutrals--black, white or gray.





LESSON 7

SOAP FLUFF

PURPOSE

To provide a new medium which has numerous opportunities for simple hand manipulation. This material may be used as a near three-dimensional modeling material; as a finger paint for line drawing; or as a finger and hand pigment.

PREPARATION--SUBJECT MATTER

For soap fluff patted on: Easter or spring motifs--rabbits, lambs, ducks, chickens, etc.

For finger-line drawing: Familiar people--self portrait; classmates, mother, father; story or nursery rhyme characters.

For finger-hand design: No subject

MATERIALS

Powdered soap mixed to a creamy consistency by adding liquid starch.

Colored construction paper, 12" x 18"

Powdered color for tinting the mix

PROPOSED SEQUENCE

Selection of the type of soap fluff use

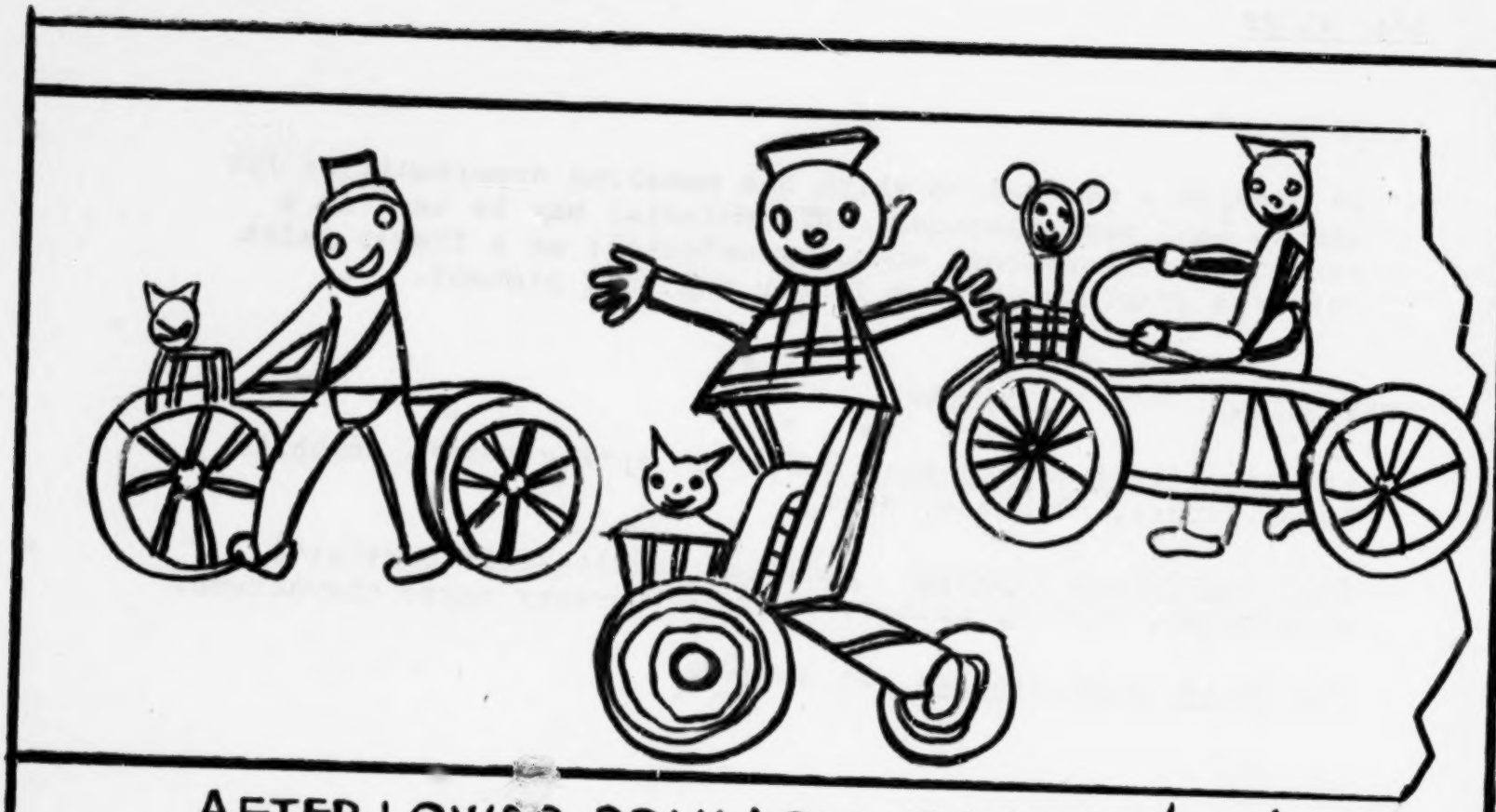
Mixing of the fluff

Applying the fluff to the colored construction paper

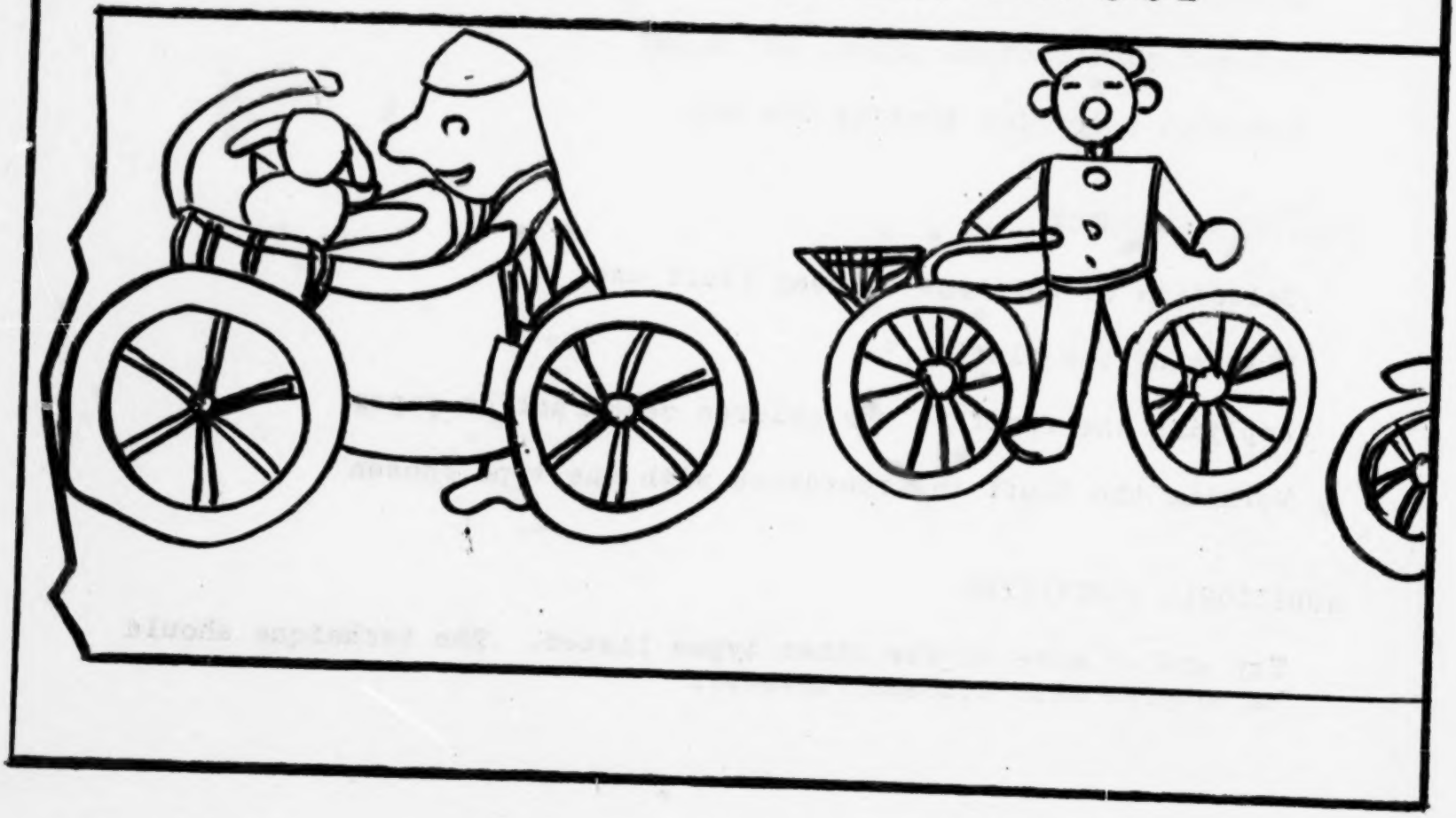
Working the fluff in accordance with the type chosen

ADDITIONAL ACTIVITIES

Try one or more of the other types listed. The technique should be coupled with a theme, however.



AFTER LOWER PRIMARY PANEL, 1'X4'
BIKE RIDING ——— STORY SCHOOL



LESSON 8

SPRING FUN

PURPOSES

To suggest themes which are excellent subject matter motivations.
To provide a panel form to which all the children can contribute.
The finished panels will be excellent decorations for the classroom or hallway.

MEDIUM

Crayon cut-outs

PREPARATION--SUBJECT MATTER

The subjects will be certain children's play and recreation acts such as bike riding, jumping rope, running on the playground, pushing doll buggies, fishing with father.

MATERIALS

Crayons; 12" x 18" manila paper

A background panel upon which to arrange and paste the cut-out drawings. The panel backgrounds may be approximately 18" x 40" and may be wrapping paper, white newsprint or watercolor paper, or dark colors of construction paper pieced together.

PROPOSED SEQUENCE

Determining the subjects as listed above.

Drawing, coloring, and cutting out the individual work.

Arranging and pasting the individual forms on background i· categories, all of one subject, and action grouped togethe·.

ADDITIONAL ACTIVITIES

The panels may be hung singly or placed end to end as in a frieze-type mural. Written or lettered titles make them more meaningful.

Similar panels may be done by individual easel painting or floor painting. These forms are cut out and mounted on a background panel.

MUSIC FOR YOU

TO THE TEACHER

In the primary school there is a 100-minute weekly time allotment for instruction in music. The Music Department recommends that one-fifth of this time, twenty minutes each week, be used for listening lessons based on the RCA record albums supplied each building. The time spent viewing the telecast should be considered a part of the allotted time for music instruction.

GENERAL PURPOSE

To increase the children's enjoyment of music by pointing out something specific to listen for in order to develop active "listening" rather than passive "hearing."

To acquaint the children with the appearance and sound of instruments of the orchestra and band.

TEACHER PREPARATION

Consult the manual for the necessary preparations and follow-up for each lesson.

Locate and become personally acquainted with the recordings beforehand.

In some of the telecasts groups of children and/or individual children will be used to respond to the music. Be prepared to divide the class or classes in sections or groups and to choose individual children quickly.

ACTIVITIES FOLLOWING THE TELECAST

Re-play the selections used in the telecasts, using suggestions from the albums. This will increase familiarity with the music as to mood, instrumentation, rhythm, melody and form.

Give the children the opportunity to listen quietly to an uninterrupted performance of the music with which they are now well acquainted.

Introduce new recordings using similar approaches.

Miss Roberta L. Best,
Supervising Assistant, Music

LISTENING TO RECORDED MUSIC

IMMEDIATE PURPOSE

Develop awareness of form (ABA or 1-2-1) through melodies.
Become familiar with the sound of the trumpet and snare drum.
Develop awareness of light and heavy and fast and slow in music.

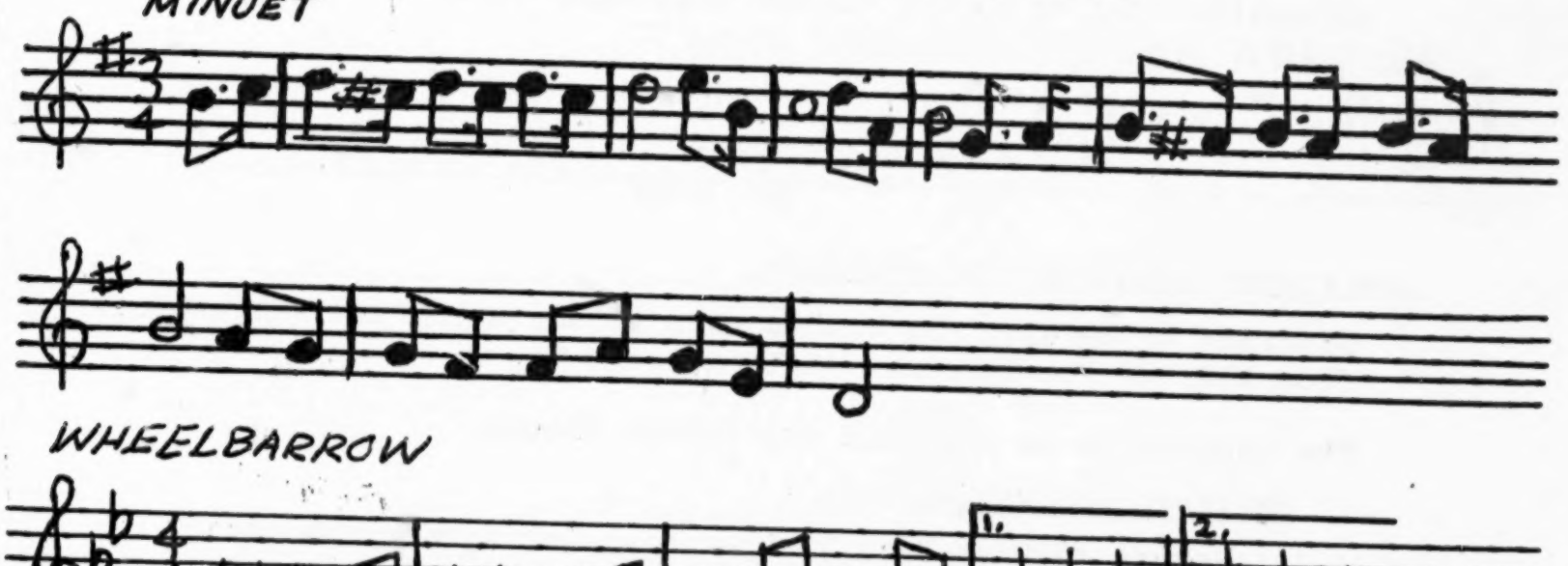
TEACHER PREPARATION

Become familiar with the recordings which will be used in this lesson. These recordings are listed below under ACTIVITIES FOLLOWING THE TELECAST. Do not play the selections for the children before the telecast.

Be prepared to divide the class or classes into groups and/or choose individual children quickly.

Attention will be called to the following tunes:

MINUET



WHEELBARROW

ACTIVITIES FOLLOWING THE TELECAST

Continue to develop and expand this lesson using the suggestions from the "To the Teacher" section, page 11.

The records to be used are RCA Victor Albums:

Listening Activities Vol. 1
Record #5026B--Band 3--Minuet--Beethoven
Record #5025B--Band 1--March--Trumpet and Drum--Bizet
Rhythmic Activities Vol. 1
Record #5002A--Band 4--Wheelbarrow Motive--Anderson

Songs that will integrate with this lesson are:

First Grade Book, p. 36--Marching and Playing We Come
First Grade Book, p. 38--Soldier Boy
First Grade Book, p. 113--The Elephant
Listen and Sing, p. 129--The Minuet
Our Songs, p. 57--Big Brown Bear; p. 58--See That Elephant

LISTENING TO RECORDED MUSIC

IMMEDIATE PURPOSE

To stimulate imagination and creative physical response.

TEACHER PREPARATION

Become familiar with the recording which will be used in this lesson. This recording is listed below under ACTIVITIES FOLLOWING THE TELECAST. Do not play the selection for the children before the telecast.

Be prepared to divide the class or classes into groups and/or choose individual children quickly.

Attention will be called to the following tune:

ACTIVITIES FOLLOWING THE TELECAST

Continue to develop and expand this lesson using the suggestions from the "To the Teacher" section, page 11.

The records to be used are RCA Victor Albums:

Rhythmic Activities Vol. 1

Record #5002B--Band 4--High Stepping Horses--Anderson
Record #5002B--Band 1--Military March--Anderson
Record #5002B--Band 2--Galloping Horses--Anderson
Record #5002B--Band 3--Running Horses--Anderson
Record #5000B--Band 2--Clowns--Mendelssohn

Songs that will integrate with this lesson are:

First Grade Book, p. 113--The Elephant
First Grade Book, p. 22--Galloping
First Grade Book, p. 12--Run and Run
First Grade Book, p. 112--The Clown
Our Songs, p. 57--Big Brown Bear
Our Songs, p. 58--See That Elephant
Our Songs, p. 54--Circus Parade
Our Songs, p. 165--Come, My Ponies
Singing On Our Way, p. 29--Sing a Song of Merry-Go-Round
Singing On Our Way, p. 17--Skipping and Galloping
Singing On Our Way, p. 18--Run and Walk
Singing On Our Way, p. 67--Funny Old Clown

LISTENING TO RECORDED MUSIC

IMMEDIATE PURPOSE

To stimulate imagination and creative physical response.

To show how a story can be told in sound.

TEACHER PREPARATION

Become familiar with the recordings which will be used in this lesson. These recordings are listed below under ACTIVITIES FOLLOWING THE TELECAST. Do not play the selections for the children before the telecast.

Be prepared to divide the class or classes into groups and/or choose individual children quickly.

Attention will be called to the following tunes:

OF A TAILOR AND A BEAR

ACTIVITIES FOLLOWING THE TELECAST

Continue to develop and expand this lesson using the suggestions from the "To the Teacher" section, page 11.

The records to be used are RCA Victor Albums:

Listening Activities Vol. 3
Record #5035A--Band 2--Waltz in D-Flat--Chopin

Listening Activities Vol. 2
Record #5028A--Band 1--Of a Tailor and a Bear--Mac Dowell

(continued)

LISTENING TO RECORDED MUSIC (continued)

ACTIVITIES FOLLOWING THE TELECAST

Songs that will integrate with this lesson are:

First Grade Book, p. 143--Little Dog, What Do You Say?
Listen and Sing, p. 39--My Dog
Singing On Our Way, p. 127--O Where, O Where Has My Little Dog Gone?
Our Songs, p. 57--Big Brown Bear

LESSON 8

LISTENING TO RECORDED MUSIC

IMMEDIATE PURPOSE

To stimulate physical response.

TEACHER PREPARATION

Become familiar with the recordings which will be used in this lesson. These recordings are listed below under ACTIVITIES FOLLOWING THE TELECAST. Do not play the selections for the children before the telecast.

Be prepared to divide the class or classes into groups and/or choose individual children quickly.

ACTIVITIES FOLLOWING THE TELECAST

Continue to develop and expand this lesson using the suggestions from the "To the Teacher" section, page 11.

The records to be used are RCA Victor Albums:

Rhythmic Activities Vol. 1

Record #5002A--Band 1--March in F-Major--Anderson
Record #5002A--Band 2--Theme for Skipping--Anderson
Record #5002A--Band 6--Tiptoe March--Anderson

Listening Activities Vol. 1

Record #5027A--Band 3--March, Little Soldier--Pinto
Record #5027A--Band 1--Run, Run--Pinto

Songs that will integrate with this lesson are:

First Grade Book, p. 36--Marching and Playing
First Grade Book, p. 11--Happy Boys and Girls
First Grade Book, p. 14--Tiptoe Song
First Grade Book, p. 38--Soldier Boy
First Grade Book, p. 74--The Organ Grinder
Listen and Sing, No. 8--Looby Loo
Singing On Our Way, p. 28--Tramping and Stamping
Singing On Our Way, p. 20--Hippety Hop
Singing On Our Way, p. 66--The Street Organ
Our Songs, p. 110--We Sing As We March
Our Songs, p. 108--A Gay Little Dance
Our Songs, p. 100--The Hurdy-Gurdy Man

PHYSICAL EDUCATION FOR YOU

TO THE TEACHER

These physical education telecasts are designed to present new activities, show the correct techniques of various skills and guide pupils in their development of desirable habits and attitudes. However, the ultimate objective is to help you, the teacher, give the pupils more opportunities in physical education.

The time spent viewing the telecasts should be considered a part of the 150 minutes allotted weekly to physical education activities. While the fifteen-minute programs are in progress, pupils should not participate in the activities. However, for better retention of the material, it is highly recommended that the class be given the opportunity to actively participate as soon after the program as possible.

Pupils will demonstrate various activities on the telecasts and when necessary, films will be used to show how a class is organized to practice skills or play games.

This guide is prepared to give a preview of the content of each telecast and to provide detailed information for follow-up activities. In addition, your physical education supervising assistant will be ready and willing to render any additional help you may need.

If the supervising assistant is not due to visit your school when assistance is needed, consult with your principal. If you and he feel help is needed, please call Gr. 6-3670, Ext. 288. Give your name, school and an indication of the help desired. We shall do our best to have someone visit your school as soon as possible.

Best wishes for many pleasant experiences in your physical education classes!

Robert McLaughlin, Supervising
Assistant
Physical Education Department

STUNTS AND TUMBLING FUN

ACTIVITIES TO BE DEVELOPED DURING THE TELECAST

Animal Stunts

Stunts for Fun

The Forward Roll Progression

* * * *

Why Stunts?

Children's stunts are feats of performance.

Stunt activities develop coordination.

Stunts develop a sense of balance.

Stunt activities help develop strength and flexibility.

Stunts develop the skill of working with others.

Stunts provide opportunities for good fun and the release of emotional tension.

ACTIVITIES FOLLOWING THE TELECAST

(All page references are from Physical Education in the Primary School.)

Animal Stunts	Page
Duck Walk	173
Dog Walk	174
Lame Dog Walk	174
Rabbit Hop	175
Inchworm	177
Seal Crawl	177

Mule Kick:

Bend forward.

Place hands on floor.

Bend knees and kick into air as a mule.

ACTIVITIES FOLLOWING THE TELECAST

Suggestions for beginning the teaching of animal stunts:

Starting with questions

How would you walk if you were a duck?

What would you do if you were a rabbit?

Starting with a story

Teacher: What is a mule?

One Pupil: A mule is a horse with long ears.

Second Pupil: I think it is like a small horse.

Teacher: What does a mule do?

Pupil: He kicks his legs up in the air.

Teacher: How does he kick his legs up? Can you show us?
(Child kicks up legs in bent position.)

Teacher: Yes, that's the way he kicks. An important thing I noticed is the mule always holds his head up to keep his balance. Can we all find a place in the field (on the floor) to kick up our legs the way the mule does?

Children: Sure. (Children go to scattered positions.)

Teacher: Look around you so you will not hit anyone before you start kicking. If you're ready, begin.

(Children try kicking their legs a few times.)

Teacher: Stop your kicking now and listen carefully as I tell you a story about "Jenny the Mule." As I tell you the story, kick up your legs anytime you hear me say, Jenny the Mule. Remember, Jenny always looks behind before kicking so she won't kick anyone.

Once upon a time there was a mule named Jenny. One nice day Jenny was walking slowly across a field (all start on all fours.) All of a sudden she stopped, looked all around her, and since no one was near, Jenny the Mule kicked up her legs. Then Jenny the Mule

ACTIVITIES FOLLOWING THE TELECAST

Starting with a Story

(all kick again) continued her walk, and on the way she met a lame dog walking across the field. (Children imitate lame dog.) Then Jenny the Mule (all pupils quickly change to mule) continued her way, feeling very glad she was not lame. Jenny the Mule continued her walk until she met a frog. (A pupil shows how a frog hops. By this time, pupils get idea they would become whatever Jenny saw.)

Jenny the Mule (children kick) next saw a little white duck (children imitate ducks). Jenny the Mule enjoyed seeing the animals on her walk across the field, but was becoming tired so she rolled over on her side and went sound asleep.

Starting with one pupil:

In presenting a new stunt, choose one child to try the activity; give him enough help so that he will do the activity well. Then have all the children try the activity.

OR

Select a pupil who performs a stunt using the best form and have that pupil demonstrate to the other boys and girls. This may raise the standard of performance of the whole group.

Stunts for Fun

	Page
Indian Stand	176
V-Sit	178
Heel Click	178
Half Top Spin	179
Wring the Dishcloth	180

Additional hints for teaching stunts for fun:

Create an interest in the activity through the proper introduction.

Permit each child to work at his own rate of speed.

Teach one or two children the activity before presenting it to the class so they may demonstrate it.

(continued)

ACTIVITIES FOLLOWING THE TELECAST

Never use these activities for races or relays.

Use each activity for a short time in any given period.

Use wide variety of activities so each child may accomplish some.

DO NOT EXPECT ALL CHILDREN TO DO EACH STUNT.

Forward Roll Progression

The forward roll should be taught in a definite progression with primary pupils. The progression is listed below. Before beginning the forward roll progression, it is imperative to review the teaching suggestions found on page 171 of the guide, Physical Education for the Primary School.

Log Roll	Page 185
Egg Roll	185
Side Roll	186
Forward Roll	187

STAY ON THE BEAM!

ACTIVITIES TO BE DEVELOPED DURING THE TELECAST

Balance Beam Safety

Stunts with a Partner, Using Two Beams

Moving on the Beam Individually

Activities with a Partner on One Beam

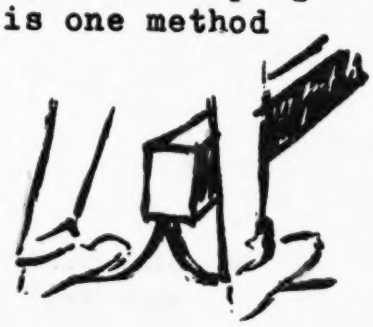
ACTIVITIES FOLLOWING THE TELECAST

Balance Beam Safety

Beams Should Be Anchored.

The beams have metal legs which might slip on a wooden or tile floor. Before activities begin on the beams, children should be instructed on the method of keeping the beams from sliding. The following is one method which holds the beams securely:

One pupil goes to far end of beam, and places one foot on one of the supporting braces, the other foot on the supporting brace on opposite side of beam.



As first pupil in line steps on beam to begin walking across it, pupil immediately behind him places his feet on the supporting braces at that end of the beam. Thus, two children hold the beam secure with their feet while the third pupil walks on it.

As pupil approaches end of beam, pupil at far end steps back from the braces to allow pupil to step off the beam at the end. The pupil who has just finished walking on the beam then takes his turn holding the far end of the beam secure while the next pupil begins to walk on it.

ACTIVITIES FOLLOWING THE TELECAST

The wearing of gym shoes is preferred to street shoes.

Teach children to step firmly on the beam with the whole foot and with the toes pointing forward.

Never allow pupils to jump or step over a beam, run on a beam, or become silly when moving on the beam.

Raising arms sideward will aid children in balancing.

Stunts With a Partner, Using Two Beams (Hands Joined)

Partners walk forward with inner hands joined.

Partners face each other, stand with sides toward the beams, and join hands. Walk sideward on two beams.

One partner faces forward; one backward. Join inner hands and walk across beam.

Partners join inner hands, and walk backwards.

Partners walk forward to middle of beams; face partner and walk sideward.

Partners walk forward to middle of beams; turn, and walk backward.

Partners walk sideward to middle of beams; turn, and walk forward.

Partners walk sideward to middle of beams; turn, and walk backward.

Partners walk backward to middle of beams; face partner, and walk sideward.

Partners walk backward to middle of beams; turn, and walk forward.

ACTIVITIES FOLLOWING THE TELECAST

Moving On the Beam Individually

Walk forward across beam.

Walk backward.

Have partner walk beside pupil on beam. If pupil on beam begins to lose balance, he can use shoulder of helper to help maintain his balance.

Pupils should walk slowly when moving backwards across beam.

Walk sideward.

Helper should be used. Helper faces pupil on beam, and stays in front of balancer as side steps are taken. Helper should clench fist and hold arms as illustrated. The balancer can grasp arms of helper to maintain balance.

Walk forward, balance object on head.

Walk under wand or yardstick held three feet above beam.

Walk to middle of beam; do an "Angel Stand."

Walk backward with a slide step.

Walk forward to center of beam, turn, walk sidewards rest of way.

Walk forward to center of beam, turn, walk backwards.

Walk sideward to middle of beam, forward rest of way.

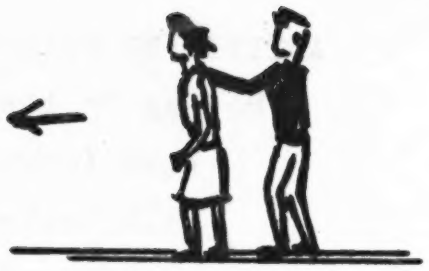
Walk sideward to middle of beam, backward rest of beam.

Walk backward to middle of beam, turn, walk sidewards.

Walk backward to middle of beam, turn, and continue on forward.

ACTIVITIES FOLLOWING THE TELECAST

Activities with a Partner on One Beam



Partners walk forward on one beam. Pupil in back places hands on leader's shoulders.

Partners face each other, and join hands. One pupil walks backward; the other forward.

Partners stand side by side with left sides toward the beam, and hold inner hands. They walk sideward to the left, across beam.

Both pupils walk backward. Pupil in front places hands on partner's shoulders.

Partners face each other and toss ball back and forth.

IT'S CIRCUS TIME!

ACTIVITIES TO BE DEVELOPED DURING THE TELECAST

The correlation of physical education activities to form a circus unit

* * *

No unit of study in the primary school lends itself more successfully to the spirit of work and play than the circus. It's academic possibilities are numerous. The colorful and imaginative qualities of play can be developed to as little or great an extent as the individual teacher cares to spend on the project.

A number of activities which incorporate the circus theme are listed. These ideas can be used as approaches for the circus unit, but they by no means exhaust the possibilities of circus subject matter. It is hoped that teachers will use these clues only as a kind of reference to enrich their imagination concerning subject matter for the circus. Once children are allowed to make a beginning, they will suggest many new ideas and many new variations of old ideas.

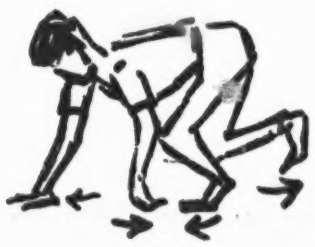
ACTIVITIES FOLLOWING THE TELECAST

Animal Acts

Lions Monkeys Elephants Seals Horses

(Represent by high-stepping walk, trot, or a gallop.)

Elephant Walk



Lion Walk

Seal Crawl

ACTIVITIES FOLLOWING THE TELECAST

Clown Act: Tumbling activities, such as the forward roll progression. Stunts, including the coffee grinder, crabwalk, corkscrew, etc.

Tightrope Walkers: Use balance beams for various activities. Balance beam activities are on pages 193 to 206 in the Physical Education for the Primary School guide.

Bouncing Balls: Have pupils try different activities with balls. A few examples:

- Throw ball in air, allow it to bounce, and catch it.
- Throw ball in air, clap hands, and catch it after the bounce.
- Throw ball in air, turn around, and catch it after the bounce.
- Bounce, bounce, catch, throw it in air, and catch.
- Attempt various bounce patterns to rhythms.

Rope Jumping: A progression of activities for rope jumping is in the Physical Education for the Primary School guide, pages 207-212.

Correlation of the circus theme with other subjects in the Primary School

Language Arts

- Stories

  Pupils write own stories.
  Circus stories may be read to pupils.

- Poems

Reading

- Charts
- Stories
- Circus vocabulary
- Riddles
- Invitations: To mothers or another class to see the circus.

Numbers

- Counting
- Grouping

ACTIVITIES FOLLOWING THE TELECAST

Correlation of the circus theme with other subjects in the Primary School

Social Studies

- Travel
- Routine life of circus personnel; how it differs from our own.
- Cooperation and discipline needed to perform within a circus.

Science

- Care of animals
- Time

Art

- Clay modeling
- Illustrations
- Portraiture
- Murals
- Decorations

Music

- Rhythmic Activities, Volume I

  Record #5002B--Band 4--High Stepping Horses--Anderson
  Record #5000B--Band 2--Clowns--Mendelsohn

- Songs to Sing

  First Grade Book, p. 113--The Elephant
  First Grade Book, p. 112--The Clown
  Our Songs, p. 54--Circus Parade

OUTDOOR GAMES

ACTIVITIES TO BE DEVELOPED DURING THE TELECAST

Games from the Physical Education for the Primary School guide

"Around the World"

"Tete-a-tete"

"Fetch-it"

ACTIVITIES FOLLOWING THE TELECAST

Objectives

To teach children to play together.
To provide vigorous physical activity.
To teach specific skills and techniques.
To provide good fun and lessen emotional stress.

Teaching Suggestions

Teaching suggestions concerning the teaching of games are found on pages 17 and 18 of the Physical Education for the Primary School guide.

Additional Teaching Hints:

- Get children into the activity quickly.
- Give children a chance to ask questions.
- Teach as the game progresses by giving hints and helps to the pupils.
- Encourage each child to do his best.
- If tagging is a part of the game, teach the proper way to tag so a child does not grab or push his classmates.
- If a game is started and the children appear to lose interest, stop it. Analyze it at a later time. It may have been too hard or too easy, or it may have been presented in a way the pupils did not understand.
- Many games, after being taught to the class as a whole, should then be played by several groups to increase pupil participation.
- Use diagrams and visual aids when necessary. This procedure may be useful when explaining a game in the classroom before going to the outdoor activity area.

ACTIVITIES FOLLOWING THE TELECAST

Additional Teaching Hints:

- Be alert to all safety hazards in the game. For example, in a game where children run for a goal, the goal line should be a safe distance from the fence rather than the fence itself used as a goal.

Suggested Active Games

The following games are suggested because they involve relatively simple skills to enable children to learn them fast and progress quickly from the learning stage to the enjoyment stage. Page references are from Physical Education for the Primary School. The games are listed in order of difficulty.

Games	Page
Cut the Pie	22
Traffic	37
Wild Horse Round-up	38
Pin Strike	44

Newer Games

Explanations of the following games are given to provide each teacher with additional material for the development and enjoyment of the boys and girls in the class.

Around the World

Playing Area: Circle

Skills: Running

Opening Formation: Double circle with one player in the center who is "IT"

Procedure: Upon a given signal, the outside circle players run in the same direction around the circle. A second signal is given when the players have run around the circle once. Upon hearing the signal, those running and "IT" attempt to get a place behind the inside circle players. The player who does not get a place becomes "IT."

Around the World

After the outside circle has had a chance to run 3 times, the inside and outside players change places.

Suggestions:

Have pupils trot around the circle in the same direction before the game is played to avoid possible collisions later.

When game is learned well, divide class into 2 or 3 smaller circles.

Tete-a-tete

Playing Area: Circle

Skills: Running with a partner

Opening Formation: A single circle; players facing towards the center. Players stand with a partner, inside hands joined.

Procedure: One couple is chosen to be "IT." The couple who is "IT" moves around the circle and with joined hands, touches another couple on its joined hands. The two couples then run in opposite direction around the circle. When the couples meet, they stop, bow to each other, and with hands still joined, pass to their right and continue running to the empty space. The couple to first reach the empty space wins the game. The couple failing to reach the empty space is "IT" for the next game.

Suggestions:

A demonstration is usually necessary to show the method of tagging, how to run in opposite directions, the bow, and the correct way to pass the other couple after the bow has been made.

Caution children to be alert for the other couple on the opposite side of the circle. The face-to-face bow or tete-a-tete is an important part of the game, as it completely stops the running couples as they meet, and hinders collisions.

Tete-a-tete

Suggestions:

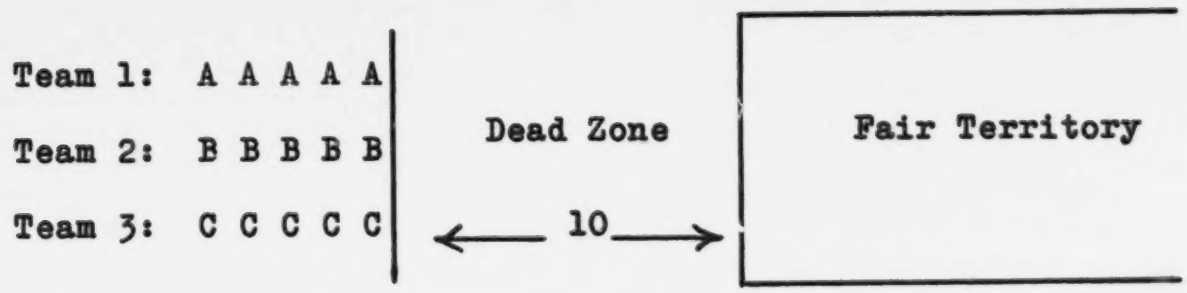
After children are acquainted with the rules of the game, use more circles to allow for greater participation.

Fetch-It

Playing Area: Playground or gymnasium

Equipment: Balls; 8" rubber or volleyballs

Opening Formation: Teams in line (relay) positions



Procedure: On signal, the first player of each team throws the ball beyond the Dead Zone (see diagram) into Fair Territory, then runs to recover his ball. He must dash back to the starting line and hand the ball to the next player. Team finishing first is the winner, although the game continues until all have run.

Suggestions:

The Dead Zone may be lengthened or shortened to suit the abilities of each class.

If a child throws a ball which lands in the "Dead Zone", he must recover it, return to the starting line and attempt another throw. If the second throw also falls short, he recovers the ball and returns it to the next player in line.